

Special Education Programs

DECEMBER 2021



SEP Program Staff

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Regional Representative List

Contact: 605.773.3678

Next SPED Director Call

December 21, 2021 - 10am CT

Connect through ADOBE:

<https://taese.adobeconnect.com/sdta/>

For audio dial: 888-387-8686

Passcode: 818 562 8373

Agenda Items:

- School Counselors in Districts
- Supports and Accommodations
- Post-Secondary Goals
- Significant Cognitive Disabilities
- Indicators 6, 7, 11, & 12
- Truancy

SPED Program Highlights

Supports and Accommodations

A description of the different supports and accommodations can be found in the [SD Assessment Gateway](#). Remember the supports and accommodations must be necessary for instruction before they can be used for an assessment. Contact Beth.Schiltz@state.sd.us with state assessment accommodation questions.

IEP Implementation Requirements

After holiday break, review the IEP with district staff or service providers connected to the student. Ensure they are aware of the accommodations, supports, behavior plans, etc. the student needs. The staff should be aware if there are concerns with implementation or no progress being made, they need to communicate with special education staff so an IEP meeting can be arranged if needed.

Refer to [Professional Development Webinars](#): General Educators Role In Special Education and Team Process: IEP Development, Implementation and Progress

Department of Education – State offices Closed: The Special Education Program Staff will not be available on the following days due to state offices being closed for the holidays.

Friday, December 24th - Christmas Eve

Friday, December 31st —New Years Eve

SEP staff may be taking additional time off, if you get an extended absence message and need immediate assistance, please call (605)773.3678.



SPED PROGRAM

FEATURE

PRESENTATION

Discipline in Detail

When a special education student is suspended, the school district must ensure the correct procedures are followed to avoid a violation of FAPE. The SD DOE Discipline in Detail document provides step by step guidance to schools and IEP teams to help them navigate the process to ensure suspended students receive the services in their IEP and also continue to have access to the general education curriculum when appropriate. Finding alternatives to suspension can benefit both the student and the school district, but if cases arise where suspension is necessary, the Discipline in Detail document can be found here:

<https://doe.sd.gov/sped/documents/DISCIPLINE-1221.pdf>

Watch the recorded webinar which goes through each part of the Discipline document found here:

<https://doe.sd.gov/sped/webinars.aspx>

DOE Program Highlights

Governor proposes 6 percent for K-12. Gov. Noem delivered the annual budget address last week and proposed a 6 percent increase for K-12 schools, to be invested in teachers and other district staff. You can access the slide deck and associated documents via the Bureau of Finance and Management's website at <https://bfm.sd.gov/budget/>. The 2022 legislative session begins Jan. 11. You can follow the action at <https://sdlegislature.gov/>.

Coming soon: Handle with Care program. The South Dakota School Safety Center is excited to introduce a new opportunity for schools to keep kids safe and foster a positive school climate. The program is called "Handle With Care" (HWC). Model HWC programs promote safe and supportive homes, schools, and communities that seek to protect children and help traumatized children heal and thrive. HWC programs emphasize improved communication and collaboration between law enforcement, schools/childcare agencies, and mental health providers, and connects families, schools, and communities to mental health services. The program is FREE. Look for more details after the Christmas break. If you can't wait until then, contact the School Safety Center's Sara Kettwig at (605) 400-3832 or sara.kettwig@state.sd.us.

Early Childhood Highlights

Indicator 6 – Least Restrictive Environment – Last month EC Highlights featured resources for districts considering and/or now are creating a district early childhood program for students with and without disabilities (inclusive classroom). This month EC is highlighting an environmental checklist to assist practitioners in establishing everyday activities to encourage and sustain child learning in various activities. Also included is Classroom Learning Activities to assist practitioners in using learning opportunities within the classroom to promote development of new skills.

- Natural Environment Learning Opportunities Checklist - https://ectacenter.org/~pdfs/decrp/ENV-1_Natural_Env_Learning_Opps_2018.pdf
- Classroom Learning Activities - https://ectacenter.org/~pdfs/decrp/PGP_ENV1_classroom_2018.pdf
- Naturally Occurring Child Learning for Families - https://ectacenter.org/~pdfs/decrp/PGF_ENV1_natural_2018.pdf

Indicator 7 – Child Outcomes - The Battelle Developmental Inventory-Third Edition (BDI-3) Crosswalk to Child Outcomes has been completed and can be found by accessing the following link:

<https://ectacenter.org/~pdfs/eco/BDI-3-Crosswalk.pdf>

ECTA, DASY and Riverside partnered in creating the crosswalk to "provide information as to the extent to which an assessment instrument addresses the breadth and depth of the three child outcomes".

Indicator 7A - Social-Emotional - Strategies that may be integrated into the district's early childhood setting and shared with families to increase children's growth in social-emotional well being. *Resource Guide for Developing Integrated Strategies to Support the Social-Emotional Wellness of Children – Quick Start Guide* - [Resource Guide for Developing Integrated Strategies to Support the Social Emotional Wellness of Children: Quick Start Guide \(hhs.gov\)](https://hhs.gov/sites/default/files/public/developing_integrated_strategies_508_compliant.pdf);

Full Guide:

https://childcareta.acf.hhs.gov/sites/default/files/public/developing_integrated_strategies_508_compliant.pdf

Improving Childhood Outcomes - BDI-3 Lesson Plan List by Domain – Riverside Score/BDI-3 is offering lesson plans to complement the domains and subdomains in the areas of the child's needs. Use your BDI-3 log-in information to access the lesson plan materials found on the Dashboard.



Federal Highlights

IDEA's 46th Anniversary

November 20, 2021 marks the 46th anniversary of the enactment of the Individuals with Disabilities Education Act. On this historical day, OSERS Deputy Assistant Secretary Katherine (Katy) Neas shares a message on transcending barriers, past and present. You can read her message [here](#).



OSEP policy letters recently released

- English Learners and IEP's: https://sites.ed.gov/idea/idea-files/policy-letter-november-15-2021-to-goals/?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=
- School filing due process when parent refuses placement: <https://sites.ed.gov/idea/idea-files/policy-letter-november-17-2021>

Resources to Support Specialized Instruction and Specific Disability Areas

*Each month we will feature different organizations and resources that will help you expand your toolkit to meet the needs of a variety of learners. **Disclaimer:** The information is being shared as a potential instructional or professional resource. Most are from state or nationally funded or recognized entities. Please evaluate individually to determine how it meets your needs.*

- **Accommodation and supports ideas:** JAN is Job Accommodation Network provide information on different types of disabilities and some possible accommodations depending on the individuals needs. Even though it is related to employment, many of the suggestions can be implemented in K-12 setting.
 - [Migraines](#)
 - [Hearing Impairment](#)
- [Returning to School After Cancer Treatment](#): information for parents and school to consider when students return to school after cancer treatments. This is by the American Cancer Society.

This Month's SPED Tip(s)

Q: How do we know if it is an accommodation or modification?

- A. General education teachers are very important in this conversation. When documenting accommodations and supports for a student, the general education teacher must answer by providing this support, will it allow the student to still meet the content standards in the course? This will help determine if it is an accommodation, modification or support. More information in process of determining accommodations, see [Accommodation Manual](#).

SD State Disability Category Resources

Administrative Rules of South Dakota

Article 24:05

(There were new rules adopted that went into effect July 2020, if you have a stand alone copy of the rules please make sure you update them. You can download the whole Article on the LRC site.)

South Dakota Special Education Programs

Federal Resources

IDEA Part B Federal Regulations

US Department of Education



Professional Development

To register, please click on the training title.

[New Special Education Directors Webinar Series](#)

Special Education Programs in collaboration with the Technical Assistance for Excellence in Special Education will be hosting a series of interactive virtual webinars new (0-3 years) Special Education Directors in the fall of 2021.

The webinars will focus on general supervision requirements of special education and will include the following topics:

- Introduction and Integrated Monitoring Systems (Accountability)
- Child Count
- Dispute Resolution
- [State Performance Plan \(SPP\) and Annual Performance Report \(APR\)](#) – Jan 7th
- [Fiscal Management](#) – February 8th

* Please register for each webinar individually. Contact hours available to those who attend the entire 2 hour session.

[Transition Services Liaison Project Statewide Training Opportunities](#)

- **Let's Talk Work** (starting in January) – a one day conference designed specifically for high school students with disabilities focusing on employment
- **Catch the Wave** (starting in March) – a one day conference designed specifically for high school students with disabilities considering post-secondary education
- **Annual Youth Leadership Forum – YLF** (June 2022) – a one week training for high school students with disabilities focusing on developing leadership/self-advocacy skills
- **Annual Transition Summer Institute** (summer 2022 – watch for more information) – a two day training focusing on transition topics for special ed and general ed teachers, parents, VR counselors, and adult agencies

The USD Child & Adult Advocacy Studies (CAAST) will be hosting a virtual [Team Training](#) on **12/22/2021** from 9-2pm CST/8-1pm MST. The training is supported by the **South Dakota Department of Education**, and all educators, counselors, administrators, and school personnel are encouraged to attend to increase universal knowledge of trauma-informed practices within school settings. Please see flyer for more details or contact Tracy.Thomes@usd.edu with any questions.

[Dyslexia Assessment in SD – Online Training](#)

This training is designed to assist district assessment teams in understanding the basics of dyslexia and how to select assessments to identify students with dyslexia. After the training, teams will complete the assessments at their district and complete a follow-up consultation with the trainer.

[SPED Resources](#)

Click on titles to go directly to webpage.

[SD Special Education Page](#)

[619 Preschool](#)

[State Performance Plan/Annual Performance Report](#)

[Dispute Resolution](#)

[Special Education Listservs](#)

[Administrative Rules](#)

[SD Department of Education](#)

[Birth to Three](#)